

# 2021 Annual Report

Kariong Public School



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## Introduction

The Annual Report for 2021 is provided to the community of Kariong Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School vision

Kariong Public School is a positive, engaging and supportive environment where all students are valued and motivated to learn. Our whole school community shows RESPECT, RESPONSIBILITY, and strives to achieve their PERSONAL BEST. Our staff continually strive to provide innovative and creative teaching and learning programs which will engage all students from all backgrounds.

## School context

Kariong Public School was established in 1988 and has a current enrolment of 530 students, including 39 Aboriginal students and 73 EAL/D students. The school is situated west of Gosford on the Central Coast Highway and is a proud member of the Kariong Mountains Learning Community. We are establishing strong partnerships with our Aboriginal community and the local Coinda AECG, valuing the consultative partnerships that exist. Kariong is an excellent school, which strives every day to provide its students with "A View to the Future".

Kariong Public School has a mix of experienced staff and early career teachers. We are a welcoming and friendly, focused on maintaining strong partnerships between staff, parents and students. The school caters for a diverse community and is well supported by an active Parents and Citizens' Association.

Through our situational analysis, we have identified a need to build student and teacher capacity in both Literacy and Numeracy, by providing high quality differentiated professional learning and direct literacy and numeracy support. A second focus area for the school improvement is the development of consistent school-wide practices for assessment to monitor, plan and report on student learning.

We have also identified the need to improve student engagement through the creation of teaching and learning opportunities that reflect all student levels and match student interest to curriculum content.

The Department of Education complements our strong executive based team to implement the strategies to support ongoing improvement for all students.

With a strong focus on school excellence, our school provides a positive, safe and challenging learning environment, which is underpinned by the Positive Behaviour for Learning (PBL) framework. PBL strengthens our relationship with families and communities to promote connectiveness, engagement and improved academic achievement.

We received additional School Based Allocation Resource (SBAR) funding to support our Aboriginal and EAL/D students and low-level adjustments for students with a disability. The majority of our school's equity funding will be utilised to support initiatives developed in the 2021- 2024 School Improvement Plan. Other school funding will be allocated to support additional activities not embedded in this plan.

Kariong Public School provides a variety of educational and extra-curricular experiences including a full range of PSSA teams, dance, choir, high potential and gifted education opportunities, writing, art, public speaking, the Premier's Reading and Spelling Challenge.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy we will further develop and refine data driven practices that are responsive to the learning needs of students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use
- Assessment
- Learning and Development
- Effective classroom practice

### Resources allocated to this strategic direction

**QTSS release:** \$30,000.00

**English language proficiency:** \$40,000.00

**Literacy and numeracy:** \$15,000.00

**Professional learning:** \$1,500.00

**Per capita:** \$7,000.00

**COVID ILSP:** \$37,000.00

**Literacy and numeracy intervention:** \$15,000.00

### Summary of progress

Our school assessment data in NAPLAN, Check-in Assessment and PAT indicate a need to improve in Numeracy and Reading, particularly in Stage 3. Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Teachers respond to trends in student achievement at individual, group and whole school levels.

Our school's next steps in Mathematics include:

1. More professional learning with Stage 2 and 3 staff in 2022 using initiatives such as Maths Online and Top Ten Maths.
2. The continuation of a Stage 1 Instructional Leader position to oversee the implementation of the new K-2 Curriculum with an emphasis on Mathematics.
3. The introduction of an Assistant Principal QTSS position to guide and mentor Stage 2 teachers in Mathematics
4. The implementation of streamed Stage 2 Mathematics classes based on student results in PAT, NAPLAN and Check-in data.
5. Continuation of streamed Mathematics groups for all Stage 3 students.

Our school's next steps in English include:

1. The continuation of a Stage 1 Instructional Leader position to oversee the implementation of the new K-2 Curriculum with an emphasis on Reading.
2. The introduction of an Assistant Principal QTSS position to guide and mentor Stage 2 teachers in English and Mathematics.
3. Development and implementation of a detailed KPS English Scope and Sequence that incorporates FoR, Seven Steps Writing, Assessment tasks and scheduling and English K-6 outcomes.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>NAPLAN Top 2 Bands</b>  A minimum of 36.6% of Year 3 and 5 students achieve in the top two bands	<ul style="list-style-type: none"><li>• Numeracy data indicates 26.94% of Year 3 and Year 5 students are in the top two skill bands indicating a decrease against baseline data. 35.71% of Year 3 students and 18.18% of Year 5 students were in the top two bands in numeracy.</li></ul>

<p>in NAPLAN Numeracy (Lower bound system-negotiated target).</p> <p>A minimum of 48.2% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (Lower bound system-negotiated target).</p>	<ul style="list-style-type: none"> <li>• In reading, 33.65% of Year 3 and Year 5 students are in the top two skill bands for reading which is a decrease against baseline data. 45.24% of Year 3 students and 22.06% of Year 5 students were in the top two bands in reading.</li> </ul>
<p><b>NAPLAN Expected growth</b></p> <p>The percentage of students achieving expected growth from Year 3 to Year 5 in Reading to be 60% (Baseline 56.5%) and in Numeracy to be 60% (Baseline 57.4%).</p>	<ul style="list-style-type: none"> <li>• The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased 2.2% to 58.7% (compared to 60.2% SSSG and 63.4% State).</li> <li>• The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased by 5.8% to 51.6% (compared to 51.0% SSSG and 57.6% State).</li> </ul>
<p><b>Progressive Achievement Tests (PAT)</b></p> <p>The percentage of students achieving the highest scores of 125-150+ in PAT Maths in Years 3-6 to increase by 5% to 45% (Baseline PAT Oct 2020 - 40%).</p> <p>The percentage of students achieving the highest scores of 120-150+ in PAT Reading in Years 3-6 to increase by 5% to 61% (Baseline PAT Oct 2020 56%).</p>	<p>The percentage of students achieving the highest scores of 125-150+ in PAT Maths in Years 3-6 in November 2021 was 35% which was 5% lower than the October 2020 baseline.</p> <p>The percentage of students achieving the highest scores of 120-150+ in PAT Reading in Years 3-6 in November 2021 was 52% which was 4% lower than the October 2020 baseline.</p>

## Strategic Direction 2: Student engagement through creativity in the curriculum

### Purpose

To improve student engagement in learning and raise motivation, positive behaviour and attendance, we will challenge students using differentiation, collaboration and communication. We value innovation, creativity and student voice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High expectations
- Wellbeing
- Collaboration

### Resources allocated to this strategic direction

**Socio-economic background:** \$7,500.00

**English language proficiency:** \$2,000.00

**Professional learning:** \$3,500.00

**Flexible Funding for Wellbeing Services:** \$3,000.00

**Low level adjustment for disability:** \$30,500.00

**Per capita:** \$4,000.00

### Summary of progress

#### Evaluation:

Our students and staff have reported high levels of support for the Positive Behaviour for Learning program with 84% students reporting positive behaviour at school and 87% staff reporting that they felt supported to manage complex student behaviors. 97% of staff felt that the Positive Behaviour for Learning (PBL) program is strongly embedded in our school culture.

Teachers have expressed a commitment to trial new and innovative strategies to further support high potential and gifted students. The aim is to identify and support these students in every class and to increase their levels of engagement..

#### Next Steps:

- Implement the new *High Potential and Gifted Education* policy to ensure that those students' needs are met in one or more domains: intellectual, creative, social-emotional and physical.
- Establish and implement appropriate programs to foster higher attendance rates for targeted students by working closely with their families.
- Review of procedures for implementing and monitoring PLPs for Aboriginal students.
- Build upon the connections made with the Aboriginal and multicultural community to ensure high levels of student and family engagement in school.
- Establish a 'Hub' resource room strategy for targeted students to engage them in positive hands-on activities during recess and lunch times with teacher supervision.
- Train three teachers to become facilitators in the *Mental Health in Schools* program to further support the wellbeing initiatives in our school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b> By implementing systematic processes	Student attendance was significantly impacted by the COVID school closure for all of Term 3 and the first 3 weeks (for Kinder and Year 1) or 4 weeks (for Years 2-6) of Term 4. While students were learning from home for this

<p>to ensure student absences do not impact on learning outcomes we will increase student attendance by 5% to above the school's lower bound system- negotiated target of 81.7% (Baseline 76.5%).</p>	<p>period they were predominately marked as present. The majority of students returned to school during the first week of face-to-face learning in Term 4 with only two families followed up by the Principal.</p> <p>In Term 1 the attendance rate was 92.6%, Term 2 was 91.6%, Term 3 was 99.8% and for Term 4 (to 11 November 2021) the attendance rate was 94.1%.</p> <p>Our school's attendance rate of 94.5% was higher than the Network (92.3%), the SSSG (92.7%) and the State (90.8%).</p> <p>85.1% of students attended more than or equal to 90% of time (as at 11 November, 2021).</p>
<p><b>Wellbeing</b></p> <p>By students taking positive action to protect the health, safety and wellbeing of themselves and others in the school we will improve our school wellbeing target by 4% above the lower bound system-negotiated target of 82.9% (Baseline 77.5%).</p> <p>By teachers promoting positive mental health, wellbeing and resilience, we will ensure that the mean scores for Student Perceptions of Classroom Connectedness (SPOCC) and Teacher Observation of Classroom Connectedness (TOCC) are 2.0.</p>	<p>The mean score for teachers in the Teachers' Perceptions of Classroom Connectedness (TOCC) was 2.48/3.0 and for students in the Student Perceptions of Classroom Connectedness (SPOCC) was 2.47/3.0.</p> <p>It was rewarding to see both students and teachers highly perceive some of the survey statements indicating that the students have a high sense of belonging and acceptance. The Year 5 Tell Them From Me (TTFM) data reinforced this finding with only 33% students reporting that they were victims of bullying over the internet compared with 37% statewide.</p> <p>It was also noteworthy to see that the relationships between the teachers and their students was perceived highly by both groups. Both teachers and students reported that they knew each other reasonably/pretty well and that classes got along with their teachers. This finding was further supported with the Year 5 Tell Them From Me data where the mean score for positive-student relations was 6.9/10.</p>
<p><b>High potential and gifted education</b></p> <p>By establishing optimal learning environments which support the social-emotional, intellectual, creative and physical development of all students including high potential and gifted students, we will enable them to succeed and show a 3% improvement in student engagement. (Baseline 59% Stage 3 students interested and motivated TTFM 2020)</p>	<p>66% Year 5 students reported that they were <i>interested and motivated in their learning</i> in the TTFM survey conducted in March 2021 compared with 78% statewide. However, only 46% Year 6 students reported that they were <i>interested and motivated in their learning</i> compared with 76% statewide.</p> <p>The combined school mean of Year 5 and Year 6 students (n=122) was 56% which is 3% lower than the 2020 baseline.</p> <p>Only 32% Year 5 students had scores that placed them in the desirable quadrant with high skills and high challenge compared with 53% statewide.</p>
<p><b>Equity Groups</b></p> <p>The progress and achievements of all Aboriginal and EAL/D students is mapped, monitored and individual learning plans are established and adjusted where required.</p>	<p>In the TTFM survey 50% Year 5 Aboriginal students agreed or strongly agreed that <i>they felt good about their culture at school</i>. 64% Year 5 Aboriginal students agreed or strongly agreed that <i>teachers had a good understanding of their culture</i>. 91% teachers reported that the school was a welcoming and culturally safe place for all students. However, more professional learning is needed to improve teachers' confidence in their capacity to meet the needs of Aboriginal students with only 40% agreeing or strongly agreeing that they felt confident.</p> <p>Results for Semester 1 Reports in:</p> <ul style="list-style-type: none"> <li>• English: 4% Aboriginal students received adjustments in learning. 25.6% received a D (Basic). 51% received a C (Sound) and 12.8% received a B (High) score.</li> <li>• Mathematics: 5% Aboriginal students received adjustments in learning. 20% received a D (Basic). 64% received a C (Sound) and 10% received a B (High) score.</li> </ul> <p>93 students were identified as EAL/D which represented 13.1% of our student population. 17.7% of our students are identified as having a Language Background other than English.</p>



## Strategic Direction 3: Parent and family communication and collaboration

### Purpose

To enrich student learning and wellbeing we will build trust, share information and recognise the cultural and social diversity of families and communities.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Community Engagement
- Learning Culture
- Communication

### Resources allocated to this strategic direction

**English language proficiency:** \$1,500.00

**Socio-economic background:** \$7,000.00

**Professional learning:** \$2,500.00

**Per capita:** \$7,600.00

**Integration funding support:** \$2,000.00

**Aboriginal background:** \$2,600.00

**School support allocation (principal support):** \$3,800.00

### Summary of progress

#### Evaluation:

Parents largely have reported high levels of support for home-school communication and engagement throughout 2021 even though the school year was punctuated by 14 weeks of **Learning from Home** due to COVID school closure.. 94% parents/carers felt that the school facilities are well maintained, that the physical environment is welcoming (94%) and that Kariang Public School was their first choice of public school (94%).

A number of scheduled school-community activities were modified and/or cancelled due to NSW DoE COVID restrictions, however the staff managed to maintain high levels of community engagement through ZOOM, Facebook and email communication.. For example the end-of-year year/stage level presentation days were streamed live to 410 participants via Zoom sessions throughout the week. Local family members joined the Zoom sessions as well as International family members from New Zealand and Scotland.

85% parents/carers reported that the school valued the cultural diversity of our students and families.

#### Next Steps:

- Establish and implement appropriate programs to foster positive and interactive partnerships with all parents and community members in 2022.
- With an growing percentage of families from Aboriginal and multicultural backgrounds our school will trial innovative strategies to encourage even wider community engagement.
- Build teacher capacity so that all staff know and value the background of every student in their classroom.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Community Engagement &amp; Communication</b>  By engaging in strong collaborations with parents and our community , we	Two way communication between parents/carers and school staff has improved from a mean score of 7.5 to 7.7 for parents' perceptions of how they feel ' <i>welcome at school</i> ', as reported in the TTFM Parent survey (n=55). Parents felt that the school's administrative staff are helpful when <i>they have a question or problem</i> with a mean score of 8.4.

<p>will improve parents' perception of how they feel '<i>welcome at school</i>' from 7.5 (TTFM 2020 Baseline ) to 7.6.</p> <p>By establishing systematic processes to communicate with parents both regularly and in a variety of modes, we will improve the TTFM 2020 Baseline score of '<i>Parents are informed</i>' from 6.4 to 6.5.</p>	<p>An overwhelming percentage of parents/carers (85%) agreed or strongly agreed that our school's communication systems (newsletters, Facebook, website, emails and assemblies) adequately met their needs. The TTFM score for <i>Parents are informed</i> remained at 6.4 which was equal to the 2020 baseline score.</p>
<p><b>Learning Culture</b></p> <p>By developing teacher expertise on working with culturally diverse students and families, we will improve the percentage of parents attending meetings or social functions at least once from 41% (TTFM 2020 baseline) to 44%.</p>	<p>The 2021 TTFM parent survey data reported that 47% parents attended meetings or social functions at least once. This data shows an increase of 6% from the 2020 baseline. A further 29% parents reported that they attended meetings or social functions two or three times which is exceptional due to the extended period of school closure and <b>Learning from Home</b> time in Terms 3 and 4.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$102,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kariong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• playground programs managed in collaboration between SLSO and Learning Support Team.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The employment of 10 School Learning Support Officers both part time and full time.  Students with additional needs have been supported in the classroom and the playground and via zoom during learning from home.  Students requiring behaviour support have an additional staff member to assist them during key learning times. School Learning and Support Officers (SLSOs) support specific students to enhance their social skills in the playground during break times. SLSOs have reported positive changes in student behaviour.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  In 2022 we will collect data from students and staff on the playground intervention for specific students..  We will survey SLSOs and teachers to identify any areas needing improvement.  We will continue the in class support through a structured and dynamic timetable for the SLSOs according to the needs of the students.</p>
<p>Socio-economic background</p> <p>\$24,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kariong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Wellbeing</li> <li>• Community Engagement</li> <li>• Communication</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Positive Behaviour for Learning program implementation.</li> <li>• professional development of staff through Positive Behaviour For Learning program to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  3 staff members attending PBL Tier 1 training.  Continuation and modification of the Check in Check out (CICO) program for students with additional behaviour needs.  Development and production of weekly PBL lessons for all staff. During the Learning from Home period ,PBL videos were created with staff and student voice-overs.</p>

<p>Socio-economic background</p> <p>\$24,500.00</p>	<p>A reduction in Semester 1 in the number of behaviour incidents for students on the Tier 2 and Tier 3 PBL programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Implementation of PBL practices across the school led by a PBL coach mentor.  Establishment of a Check in and Check out (CICO) room within the school which will be a calming place in the school where students will have a safe supportive environment.  Training and up-skilling staff in trauma informed practice.  Identification of further data through the PBL Tiered Fidelity Inventory.  Training three staff to become facilitators in the Mental Health in Schools program</p>
<p>Aboriginal background</p> <p>\$10,600.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kariang Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning Culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander students selected to participate in a focussed, small group Google Draw Mosaic Project. The before school weekly program focused on the development of computer and artistic skills as well as improvement of student attendance.</li> <li>• Production of an Acknowledgement of Country video featuring Aboriginal students published to our KPS website.</li> <li>• Special Afternoon Tea for Aboriginal and Torres Strait Islander students and parents.</li> <li>• 4 staff attended an online professional learning course on Writing Aboriginal Personalised Learning Pathways.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Aboriginal students having the opportunity to enhance their computer and digital skills. The Google Draw Mosaic Program also increased the attendance of some Aboriginal students on Fridays.  Results for Semester 1 Reports English: 4% Aboriginal students received adjustments in learning. 25.6% received a D (Basic). 51% received a C (Sound) and 12.8% received a B (High) score. Mathematics: 5% Aboriginal students received adjustments in learning. 20% received a D (Basic). 64% received a C (Sound) and 10% received a B (High) score.  Aboriginal and Torres Strait Islander people's histories, values and cultures are respected across our school community.  The majority of our Aboriginal families and students attended the afternoon tea and made meaningful connections with school staff and other parents and families. Teachers and parents were actively engaged throughout the afternoon and collaboratively shared information.  Some of the Aboriginal Education Committee are now up-skilled in how to write more effective PLPs for Aboriginal students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The review of procedures for implementing PLPs in 2022 by the Aboriginal Education Committee.  Monitoring of the educational outcomes for all Aboriginal and Torres Strait Islander students.  Building upon the connections made with the community to ensure high engagement of Aboriginal students and their families.  Continuing to analyse non attendance data of Aboriginal students and</p>

<p>Aboriginal background</p> <p>\$10,600.00</p>	<p>implement strategies to improve attendance of specific students.</p>
<p>English language proficiency</p> <p>\$65,500.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kariong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> <li>• Community Engagement</li> <li>• High expectations</li> <li>• Learning Culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds - 3 days a week</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  93 students identified as EAL/D - 13.1% of our student population.  17.7% of our students are identified as LBOTE  Ongoing tracking of EAL/D students on the EAL/D learning progressions.  EAL/D teacher co-teaching and working with individuals and small groups of students to support their knowledge of English.  Staff participation in professional learning on the EAL/D scales and reporting to parents.  The EAL/D consultant collaborated with the EAL/D teacher to produce a 15 minute video about EAL/D implementation at KPS.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to implement the EAL/D program with the support of a specialist EAL/D teacher.  Liaison with Instructional Leader to ensure that specific students are supported based on ongoing summative assessments using the EAL/D scales and Learning Progressions..  Collaboration with other support staff including the LAST and COVID ILSP teachers</p>
<p>Low level adjustment for disability</p> <p>\$67,500.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kariong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> <li>• Completion of National Consistent Collection of Data to identify and monitor students requiring adjustments in learning or behaviour.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Learning and Support Teacher assisting students in class who require extra support in reading and or writing and numeracy in consultation with class</p>

<p>Low level adjustment for disability</p> <p>\$67,500.00</p>	<p>teachers and the Learning and Support Team. 87 students identified for NCCD level of adjustment. LAST teacher and LST provided positive school contact with students and their families during the Learning from Home period. The majority of students who require adjustments are supported through LAST and Class teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of Learning and Support Teacher focusing on supporting students who require adjustments to meet the Mathematics and English curriculums. Liaison with Instructional Leader to ensure that specific students are supported based on ongoing summative assessments. Collaboration with other support staff including the Literacy and Numeracy Intervention Teacher, COVID ILSP and EAL/D teachers</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$3,000.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Kariong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SLSO to support students with complex needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Several senior students participating in small group activities that reinforce positive behaviour.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to increase funding so that this initiative is expanded, specifically for some of our senior students who require alternative settings throughout the school day.</p>
<p>Literacy and numeracy</p> <p>\$25,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kariong Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Learning and Development</li> <li>• Effective classroom practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Coaching K-2 teachers in the use of PLAN2 for reporting on Literacy and Numeracy outcomes.</li> <li>• Refining and implementing English Scope and Sequence K-6</li> <li>• Assessment of all Year 1 students using the Phonics Diagnostic assessment tool.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All K-2 Staff are using PLAN 2 to plot and monitor their students' progress on the Literacy and Numeracy progressions. In the Phonics Diagnostic Assessment, 57% of Year 1 students are on track. 15% of Year 1 Students need to be carefully monitored and 27% of Year 1 students require support which was provided by COVID ILSP and Literacy and Numeracy intervention teacher.</p>

<p>Literacy and numeracy</p> <p>\$25,000.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Early diagnosis and provision of intervention for students who require support.  Regular monitoring of student progress using the Literacy and Numeracy Progressions and use the DoE on-demand and mandatory assessment tools to track student progress.</p>
<p>QTSS release</p> <p>\$45,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kariong Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs and to collaborate weekly with teachers in their stage to assess student outcomes and plan activities.</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All PDPs were discussed with relevant executive and completed.  Class teaching programs were evaluated and reflected upon and refined where needed.  Evidence of differentiation and learning adjustments in class teaching programs where appropriate.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue to evaluate class teaching programs ensuring differentiation and learning adjustments are evident and implemented.  Implementation of specific Literacy and Numeracy programs led by an Assistant Principal.  Coaching and collaborative teaching by an Assistant Principal with Stage 2 teachers.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kariong Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Assessment of Year 1 students using the DoE on-demand diagnostic assessments in Literacy and Numeracy  Analysis of learning progression information in PLAN 2 to support student development.  Students having small group and individual tuition in Literacy and Numeracy</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Liaison with Instructional Leader to ensure that specific students are</p>



<p>Literacy and numeracy intervention</p> <p>\$35,000.00</p>	<p>supported based on ongoing summative assessments. Collaboration with other support staff including the LAST, COVID ILSP and EAL/D teachers</p>
<p>COVID ILSP</p> <p>\$82,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> <li>• providing intensive small group tuition for identified students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Explicit monitoring of student progress in Literacy and Numeracy by the COVID ILS teachers has resulted in student improvement as indicated in PLAN 2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Implementation of small group and intensive tuition with individuals and small groups. Liaison with Instructional Leader to ensure that specific students are supported based on ongoing summative assessments. Collaboration with other support staff including the LAST, Literacy and Numeracy Intervention teacher and EAL/D teacher.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	290	278	270	266
Girls	279	281	265	251

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.9	93.1	95.7	92.4
1	92.7	94.4	93.5	95.1
2	92.5	92.9	93	92.1
3	94.1	92.4	96.1	92.1
4	93.5	93.3	93.4	92.9
5	92.9	93.2	94	90.2
6	91.4	91.5	94.2	90.5
All Years	93.1	93	94.2	92.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.68
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	3.96

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	537,153
<b>Revenue</b>	5,407,283
Appropriation	5,291,705
Sale of Goods and Services	13,904
Grants and contributions	79,753
Investment income	728
Other revenue	21,193
<b>Expenses</b>	-5,361,076
Employee related	-5,029,384
Operating expenses	-331,693
<b>Surplus / deficit for the year</b>	46,207
<b>Closing Balance</b>	583,360

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	395,828
<b>Equity Total</b>	385,452
Equity - Aboriginal	33,128
Equity - Socio-economic	122,897
Equity - Language	69,559
Equity - Disability	159,868
<b>Base Total</b>	3,844,227
Base - Per Capita	131,886
Base - Location	0
Base - Other	3,712,340
<b>Other Total</b>	425,122
<b>Grand Total</b>	5,050,628

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Students

122 students in Stage 3 completed the Tell Them From me survey between 25 March and 30 March 2021, which included nine measures of student engagement alongside the five drivers of student outcomes.

The four school-level factors related to student engagement were as follows:

- 'Quality instruction' (School mean = 7.2, NSW Govt mean = 7.7)
- 'Positive teacher/student relations' (School mean = 8.2, NSW Govt mean = 8.3)
- Positive learning environment (School mean = 6.5, NSW Govt mean = 7.1)
- Expectations for success (School mean = 8.2, NSW Govt mean = 8.6)

Results of interest include the school mean for the measure related to students with positive behaviour at school. Our school mean was 84% compared with 83% for the NSW Government mean. This trend has continued with the school mean higher than the NSW Government mean for 2020 and 2021.

However, students reported low levels of positive homework behaviours with the school mean 34% compared with the NSW Government mean of 60%. There was a significant difference between the girls' and boys' perceptions of homework - 46% of girls compared with 24% of boys thought that *'students do homework with a positive attitude and in a timely manner'*.

Students felt that they had someone at school who consistently provided encouragement and can be turned to for advice. The school mean was 7.7 compared with 7.6 for the NSW Government mean.

## Staff

Between 11 November and 23 November 2021, 31 staff members responded to the TTFM Focus on Learning Teacher Survey. 75% of respondents indicated that they were part time or full-time permanent staff members. The teaching staff are very experienced with 68% of teachers teaching for 16 years or more and 26% teaching for 6-15 years.

87% of staff reported that they felt supported to manage students with complex behaviours and 97% of teachers felt that the Positive Behaviour for Learning (PBL) program was strongly embedded in our school culture. In addition, 87% of teachers commented that they had the skills and confidence to meet the needs of students with disabilities or special needs.

The school mean for the dimension of 'Overcoming Obstacles to Learning' was 7.6 compared with the NSW Government mean of 7.7. Teachers rated the statement 'I make an effort to include students with special needs in class activities' very high with a mean score of 8.9.

73% teachers reported that *'school leaders in my school are leading improvement and change'* and 81% of teachers said that *'leaders are clearly communicating their strategic vision and values for our school'*.

## Parents

55 respondents completed the 'Partners in learning' Parent Survey between 4 November and 25 November 2021.

The survey included 7 measures using a ten-point scale with 10 indicating strong agreement. School Mean (NSW Govt mean):

- Parents feel welcome 7.5 (7.4),
- Parents are informed 6.4 (6.6),
- Parents support learning at home 6.8 (6.3),
- School supports learning 6.7 (7.3),
- School supports positive behaviour 7.4 (7.7),
- Safety at school 6.9 (7.4),
- Inclusive school 6.3 (6.7).

The statement with the highest mean of 8.5 was *'My child is clear about the rules for school behaviour'*. The statement with the lowest mean score of 5.6 was *'I am informed about my child's social and emotional development'*.

85% parents and carers agreed or strongly agreed that our school values the cultural diversity of our students and families.

87% of parents and carers agreed or strongly agreed that our school communication systems adequately met the needs of the community. The most useful types of communication when finding out about school news included school

newsletters (45% 'very useful'), emails (43% very useful) and social media (43% 'very useful'), The most useful types of communication when discussing students included formal interviews (57% 'very useful') and emails (56% 'very useful').

Parents/carers also commented on their perception of the school facilities: 94% strongly agreed or agreed that the 'school is well maintained', 94% strongly agreed or agreed that the 'physical environment is welcoming' and 92% strongly agreed or agreed that it is 'easy to access/move around the school'.

#### **Next steps:**

#### **As a result of these findings and other school self-assessments Kariong Public School plans to:**

- Encourage even wider community engagement with families from Aboriginal and multicultural backgrounds.
- Continue the COVID Intensive Support Learning Program aimed at short term interventions with small groups of students.
- Continue the Instructional Leadership position to collaborate with K-2 teachers and oversee the implementation of the new K-2 Curriculum.
- Establish a QTSS leadership position to guide and mentor Stage 2 teachers in Mathematics.
- Continue to update the newsletter format to include more student images and information about school activities.
- Ratify our new Homework policy with parents and implement the policy in 2022.
- Communicate with parents through regular class newsletters informing them of units of work taught in the class and special events occurring each term.
- Continue the *Kariong Kids* student magazine initiative with Stage 3 students.
- Continue the School Media Team initiative which includes a Media Officer one day a week to provide high quality video content about school activities.



# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.